DOCUMENT RESUME

ED 447 475 CS 014 286

TITLE The Nation's Report Card: Fourth-Grade Reading, 2000. [PowerPoint Slide Presentation].

INSTITUTION National Center for Education Statistics (ED), Washington, DC.

PUB DATE 2001-04-00

NOTE 55p.; For the full report, see CS 014 284. For the highlights of the report, see CS 014 285.

AVAILABLE FROM This PowerPoint slide presentation available at http://nces.ed.gov/naep3/data/ppt/readpress040601.ppt. Related documents can be found at http://nces.ed.gov/naep3/reading/results/.

PUB TYPE Numerical/Quantitative Data (110)

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IDENTIFIERS *National Assessment of Educational Progress

ABSTRACT

This 27-slide PowerPoint presentation presents the results of the 2000 NAEP (National Assessment of Educational Progress) fourth-grade reading assessment for the nation. It presents average scale scores, information on students reaching NAEP achievement levels, percentiles and reading performance, student subgroup findings, and home and school factors. Major findings are: (1) the reading performance of the nation's fourth graders remained relatively stable across assessment years; (2) significant changes were evident at the upper and lower ends of the performance distribution--higher performing students made progress, and the score at the 10th percentile in 2000 was significantly lower than 1992; (3) in 2000, the percentage of fourth-grade students performing at or above the "basic" level was 63%, and performance at or above the "proficient" level was achieved by 32% of fourth graders; (4) female fourth graders had a higher average score than their male peers; (5) white and Asian/Pacific Islander students outperformed their black, Hispanic, and American Indian peers; (6) students in the Northeast and Central regions outperformed their counterparts in the Southeast and the West; (7) students in central city schools had a lower average score than their peers in urban fringe/large town and rural/small town locations; (8) students eligible for the free/reduced lunch program had a lower average score than students ineligible for that program; (9) students attending public schools had lower average scores than their peers attending nonpublic schools; (10) students who reported reading more pages daily in school and for homework had higher average scores than students reporting reading fewer pages daily; and (11) the average score for the nation was lower in the results that included the performance of students who needed and were provided with testing accommodations. (RS)

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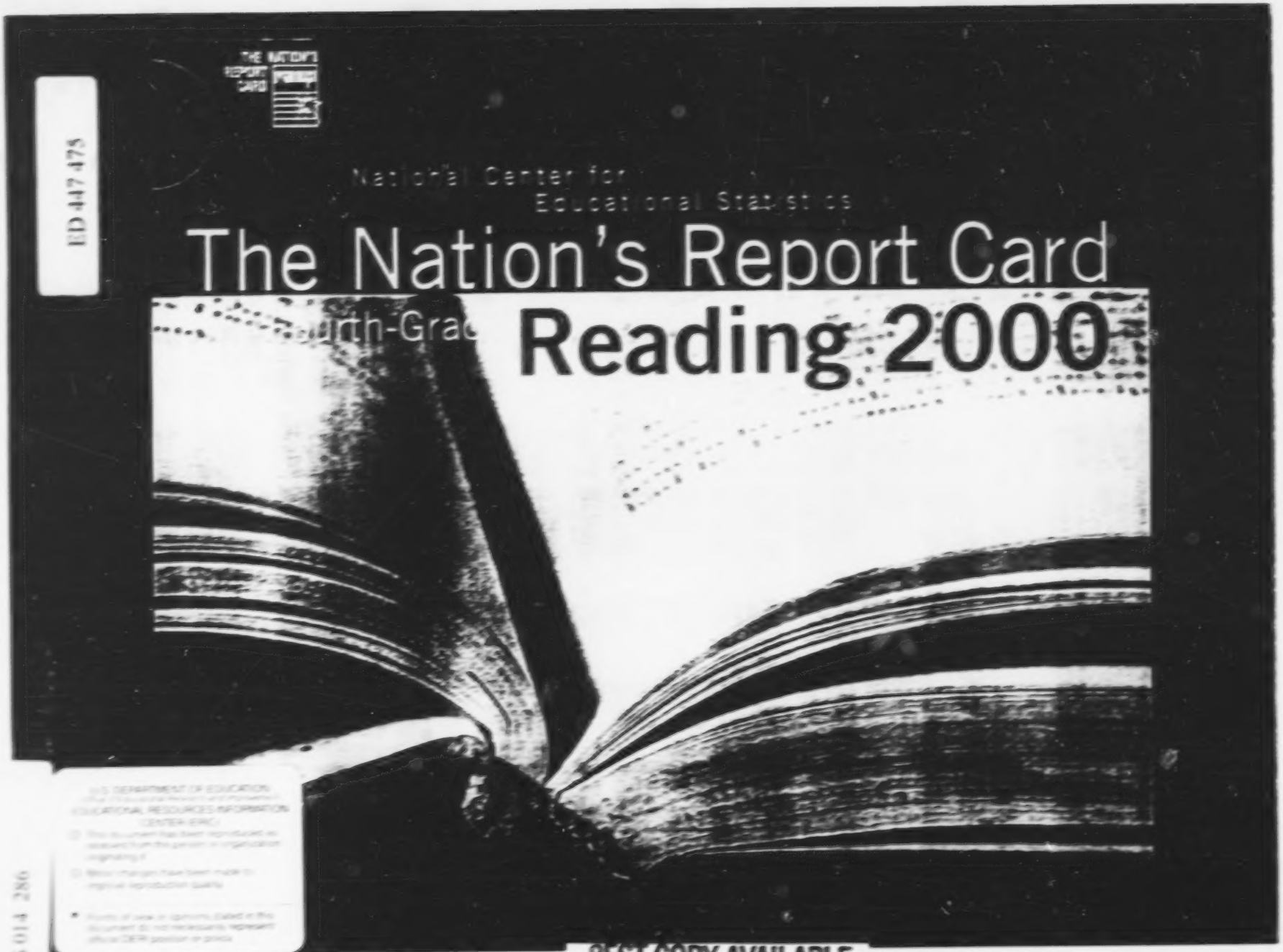

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Features of the 2000 Reading Assessment

- Continuation of the reading assessment developed by National Assessment Governing Board (NAGB) and administered in '92, '94, '98, and '00
- 4th grade only (grades 8 and 12 not assessed)
- National only (no state samples)
- 8,000 4th-grade students were assessed:
  - 6,000 public school students
  - 2,000 nonpublic school students

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Content of the 2000 Reading Assessment

- Students read complete texts from typical grade-appropriate sources
- Two types of texts representing different purposes for reading:
  - Reading for literary experience
  - Reading to gain information
- Students answer a combination of multiple-choice and constructed-response questions

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Results Reported from the 2000 Reading Assessment

- Average reading scores (0 to 500)
- Percentages of students attaining Achievement Levels:
  - *Advanced*
  - *Proficient*
  - *Basic*
- Results for the nation and for subgroups of students
- Contextual information reported by students
- Sample items and instructional information reported by teachers and principals on the web

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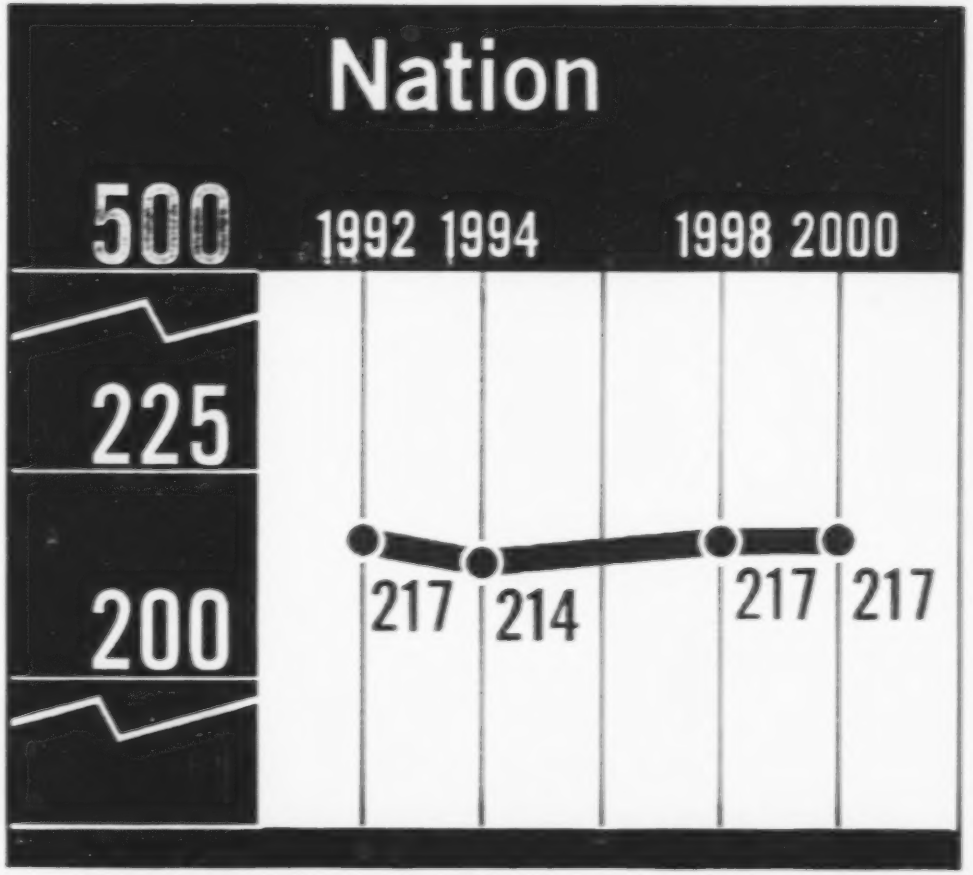
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Average Reading Score Results for the Nation

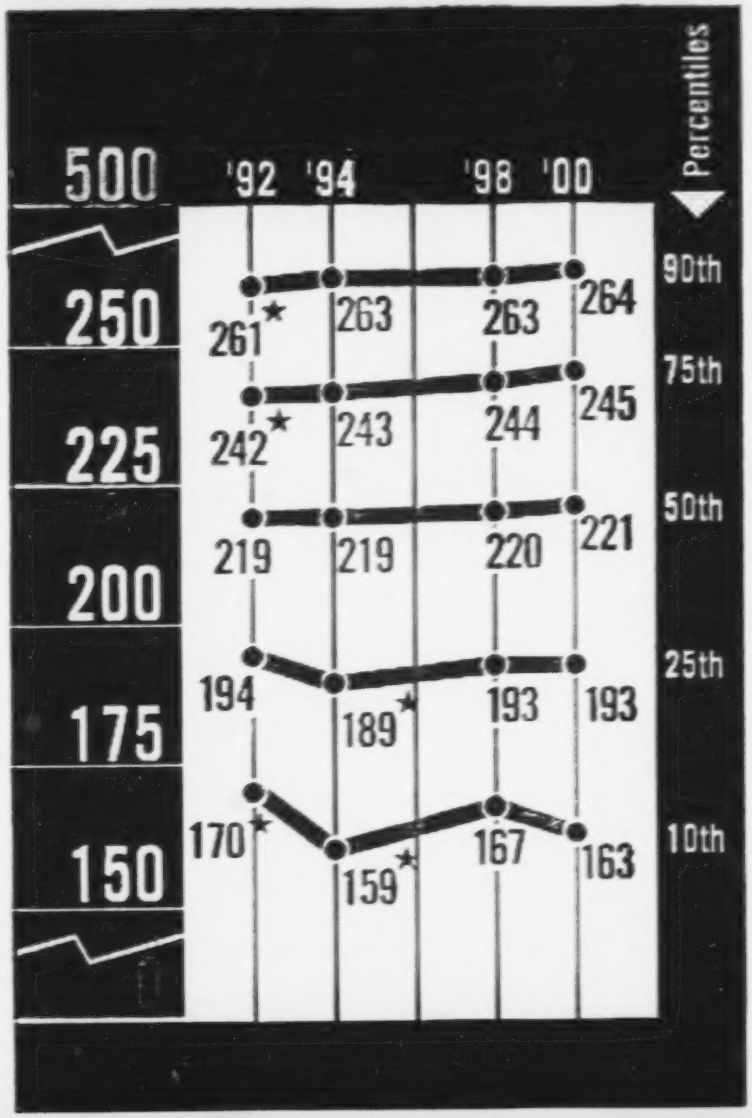
No overall change from 1992 to 2000



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Reading Score Percentiles

- High-performing students show increases
- Low-performing students show decreases



★ Significantly different from 2000

SOURCE: National Center for Education Statistics: National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

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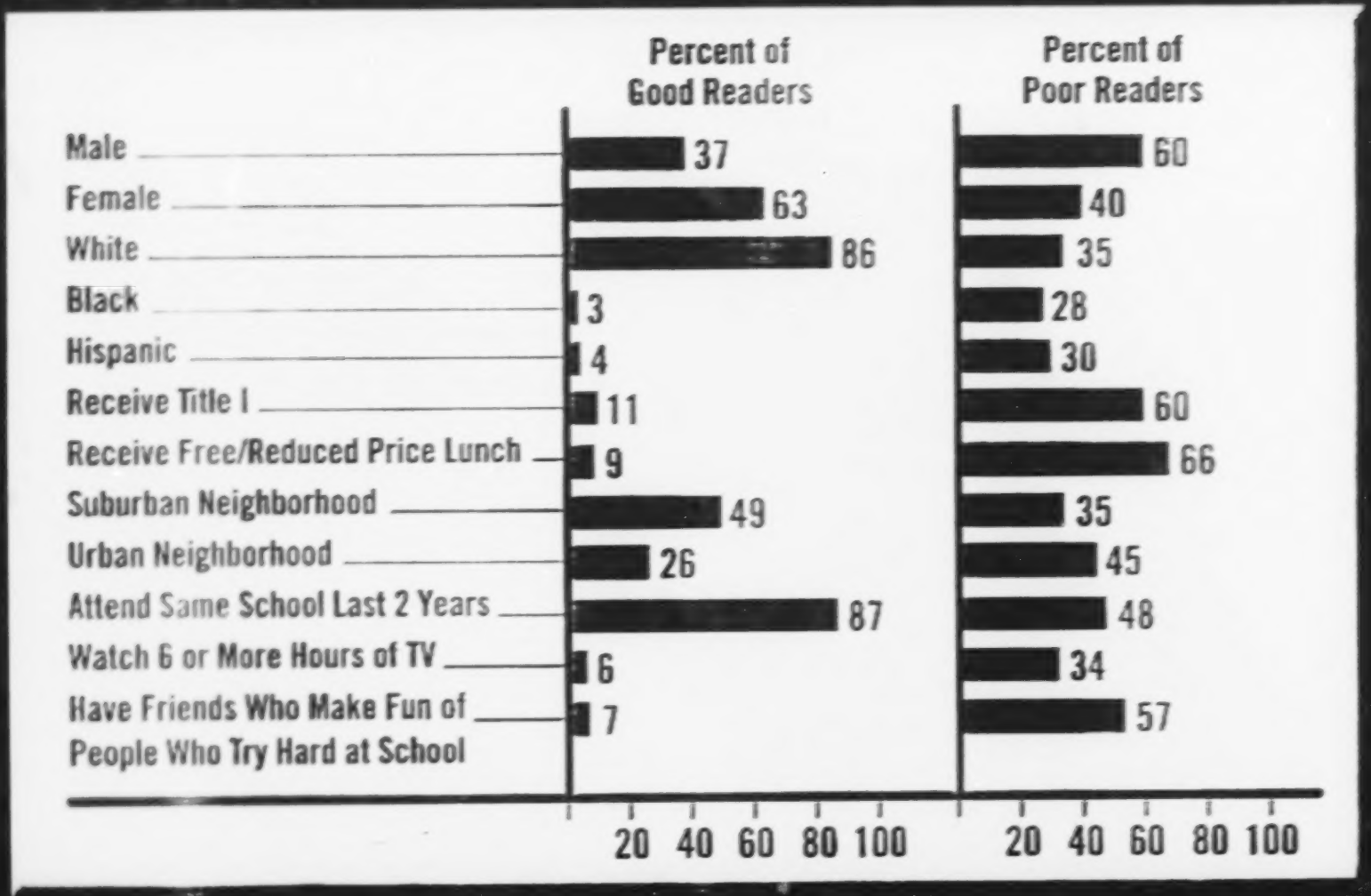
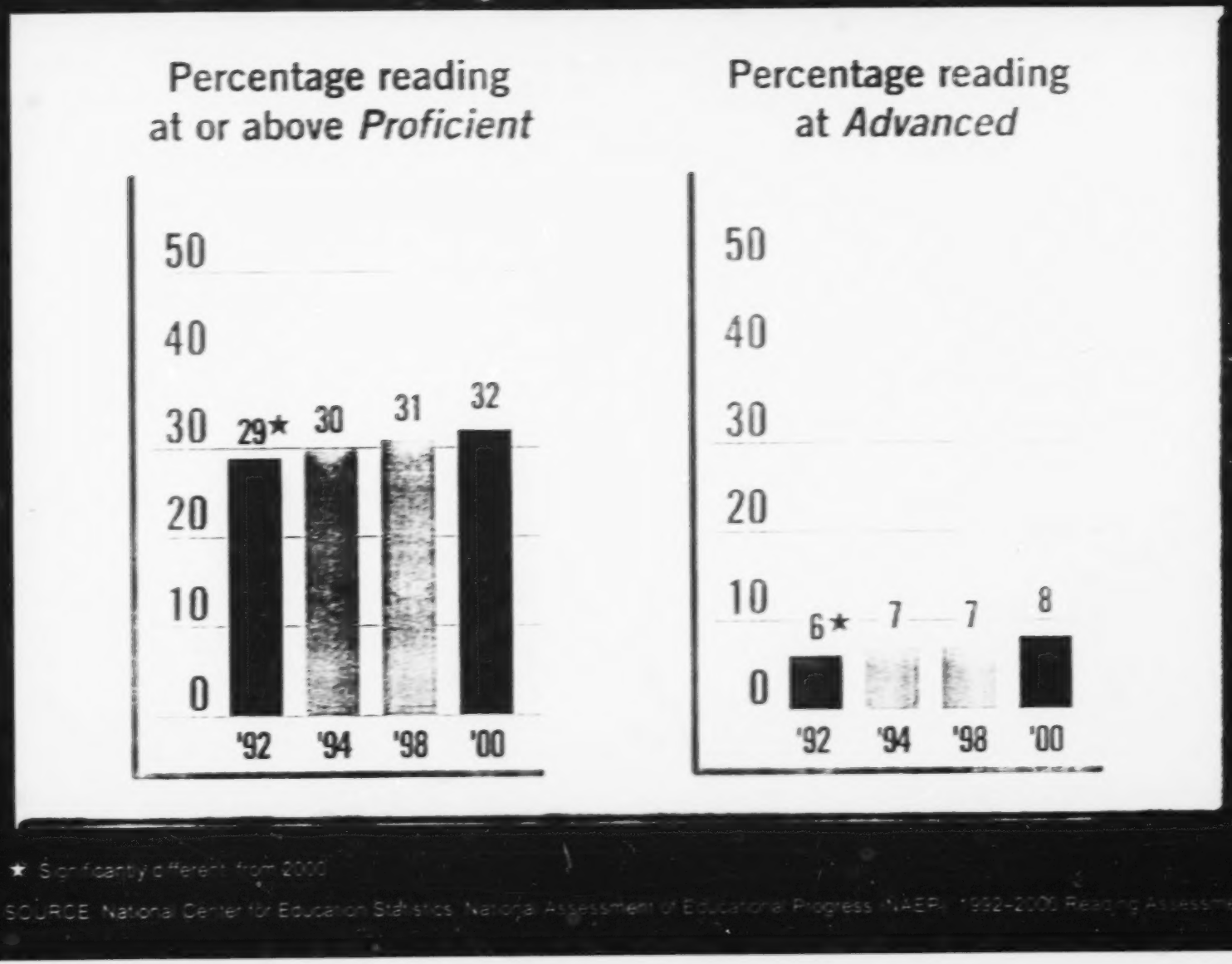
Profiles of Good and Poor Readers



Good Readers = Top 10% of Students
Poor Readers = Bottom 10% of Students

Achievement Level Results for the Nation



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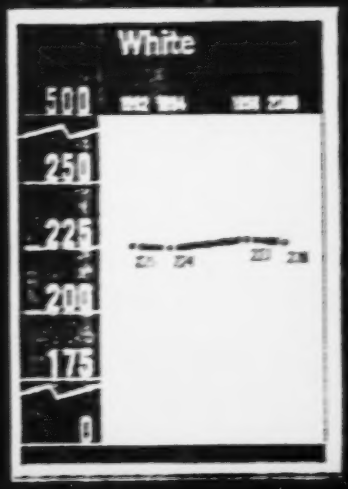
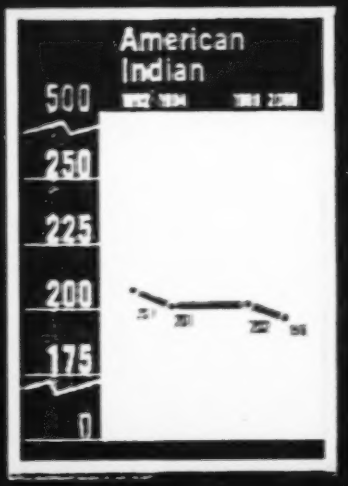
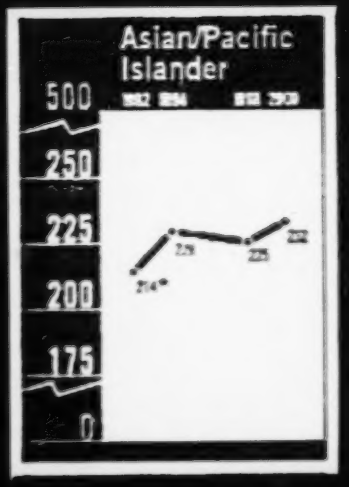
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments

Average Reading Scores by Race/Ethnicity 1992–2000







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SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

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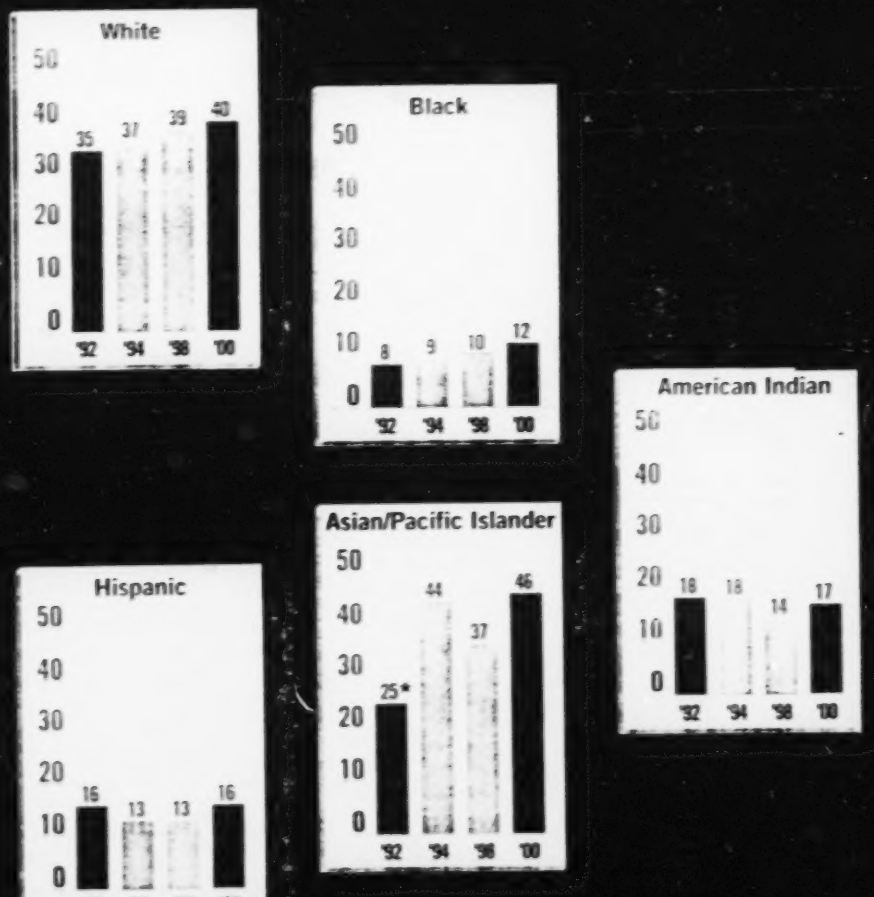
Percentage Reading at or above *Proficient* by Race/Ethnicity



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SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

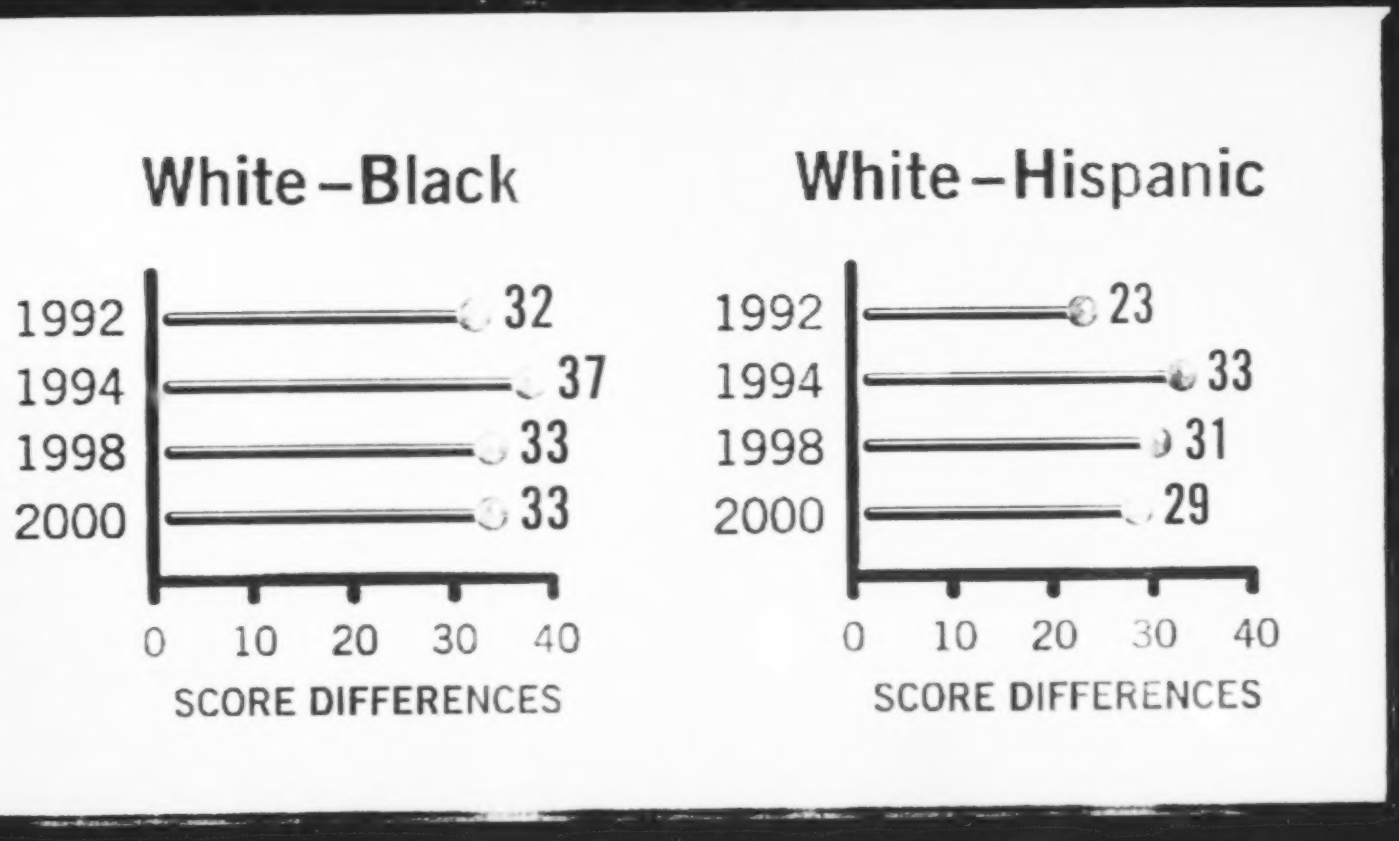
Percentage of Students by Race/Ethnicity 1992-2000

	'92	'94	'98	'00
White	71*	69*	67	66
Black	16*	15*	16*	14
Hispanic	9*	12*	13*	15
Asian/Pacific Islander	2	3	2	3
American Indian	2	2	2	2

★ Significantly different from 2000

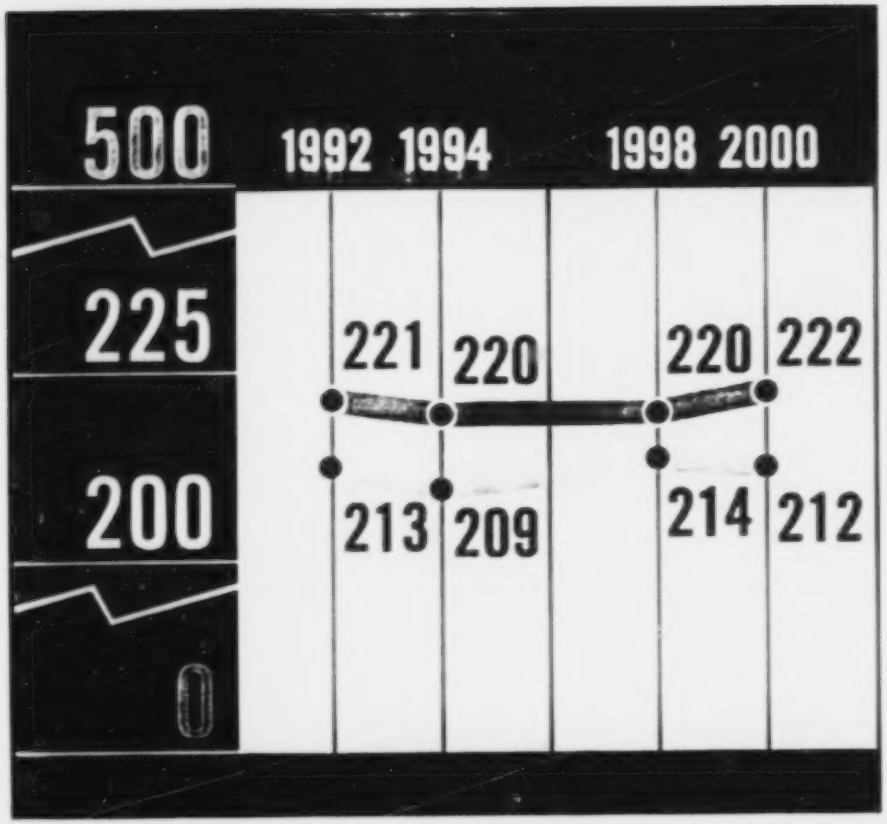
SOURCE National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Trends in Racial/Ethnic Gaps in Reading



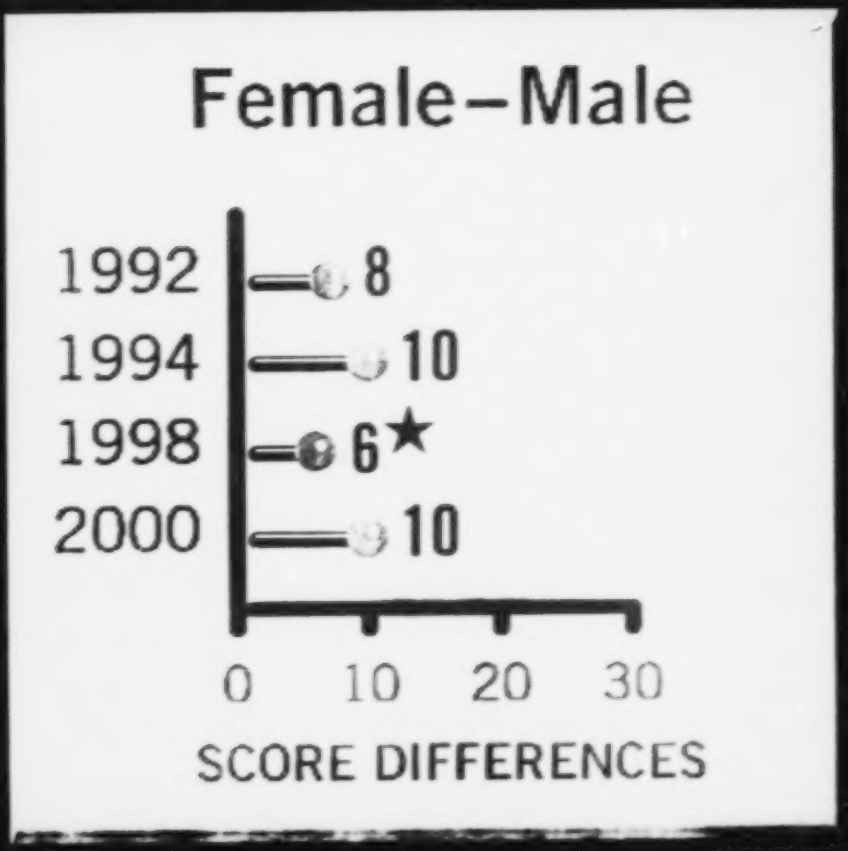
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Average Reading Scores by Gender 1992–2000



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Trends in Gender Gaps in Reading



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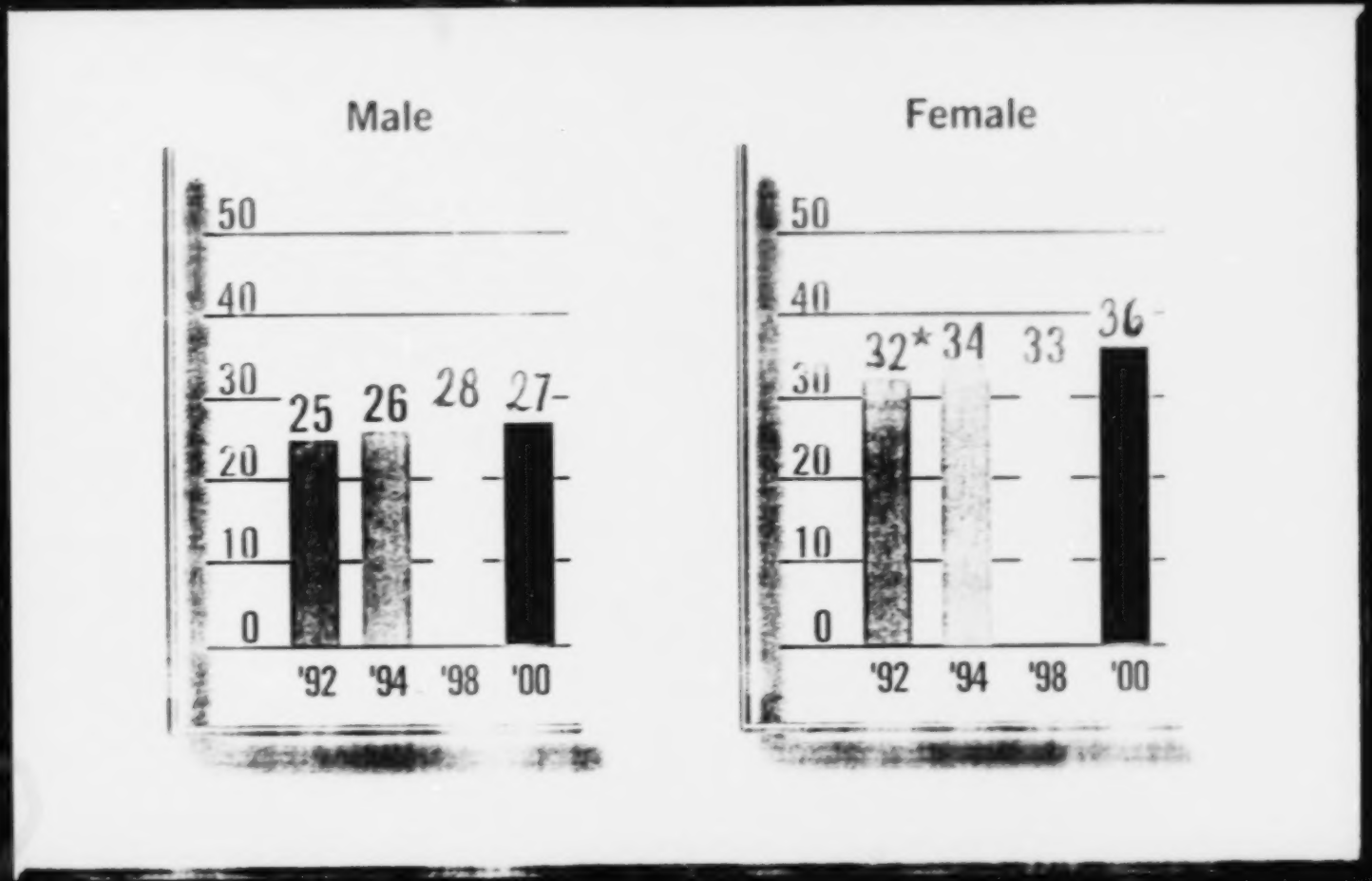
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Percentage Reading at or above *Proficient* by Gender



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SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2000 Reading Assessments

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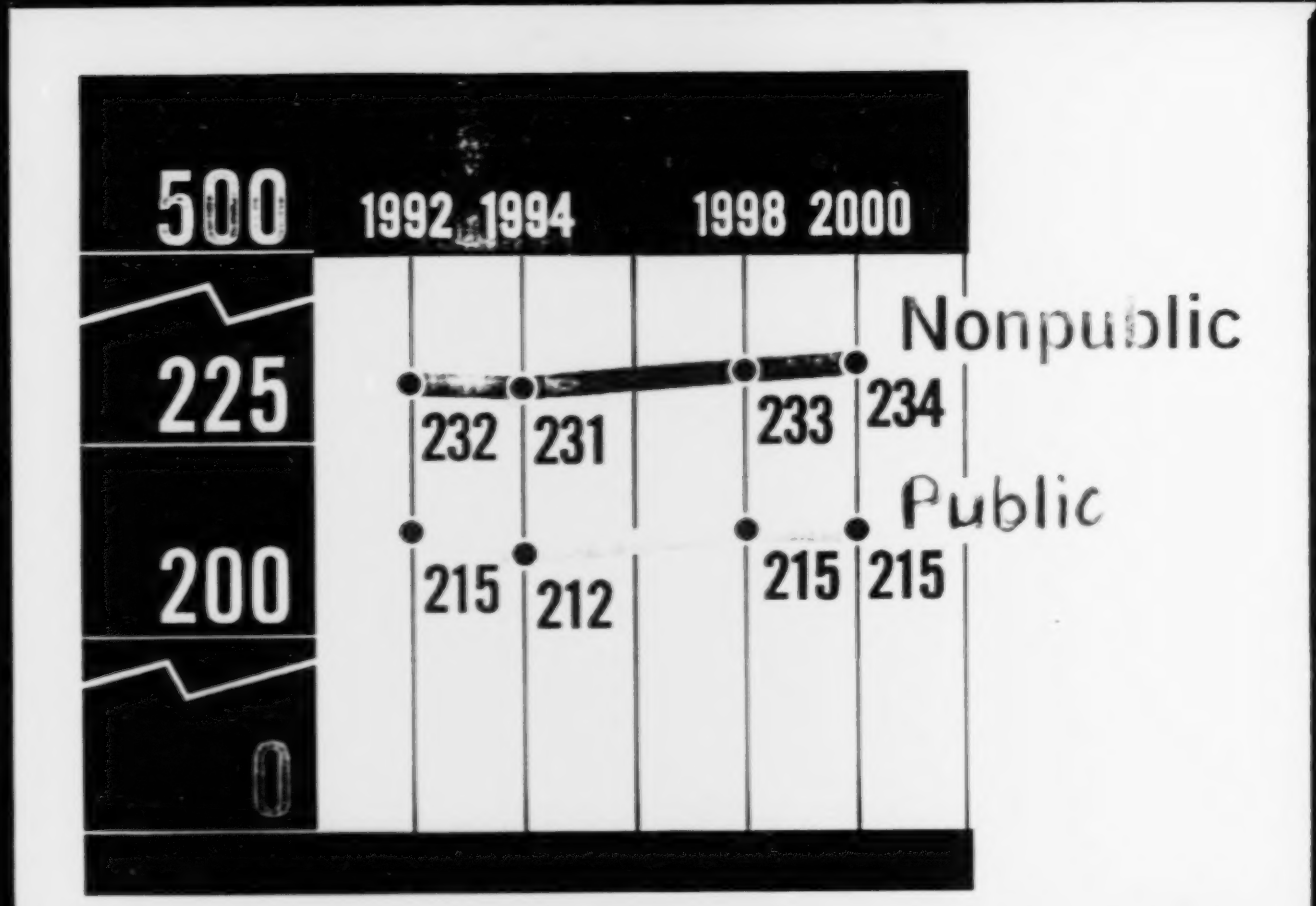
Average Reading Scores by Type of School 1992–2000



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

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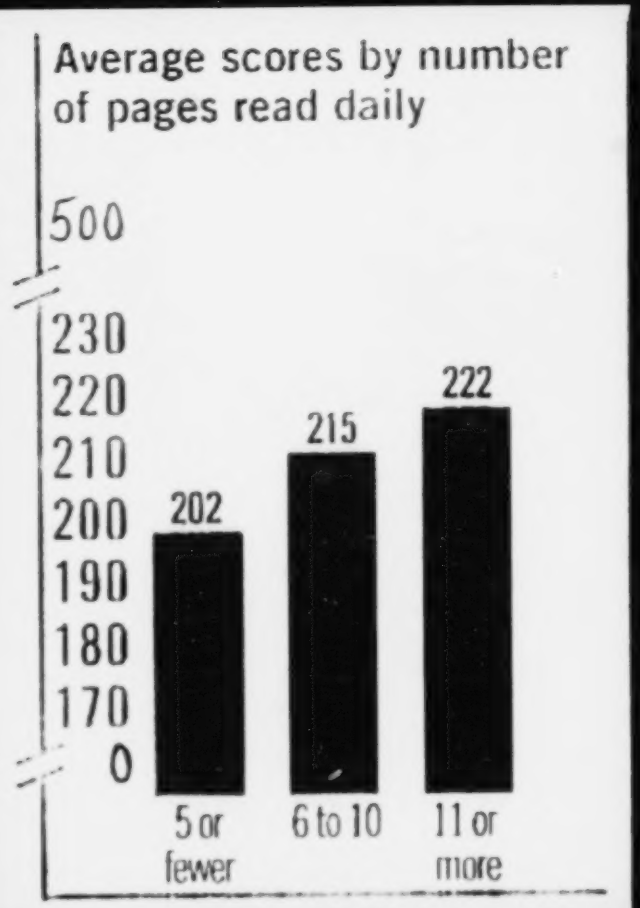
Pages Read Daily for School and Homework

Percentage of students reporting on the number of pages read daily, 1992–2000

	'92	'94	'98	'00
11 or more pages	56*	54*	57	60
6 to 10 pages	23*	23*	22	20
5 or fewer pages	21	23*	21	19



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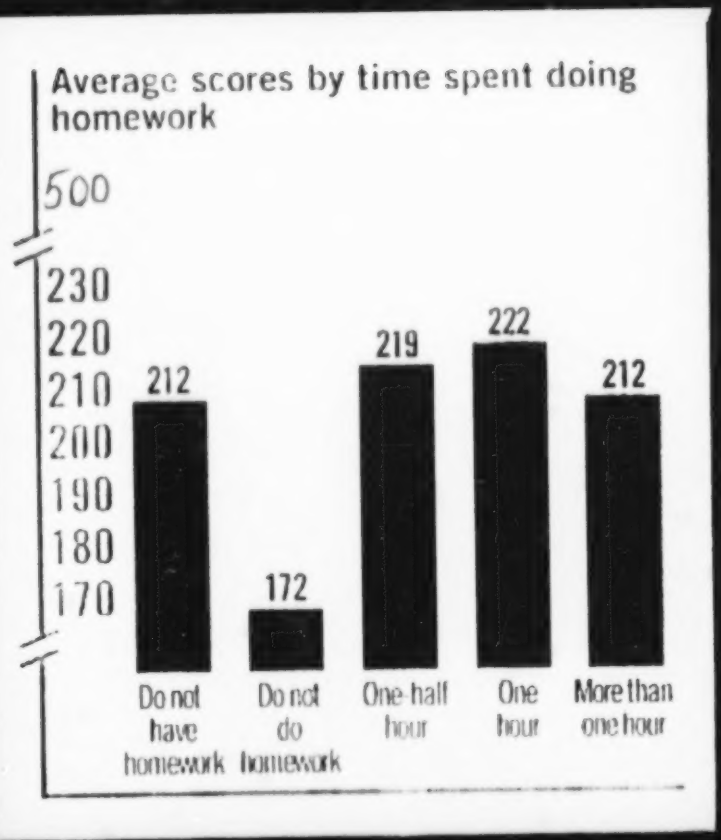
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Time Spent on Homework

Percentage of students reporting on the amount of time spent doing homework each day, 1992–2000

	'92	'94	'98	'00
More than one hour	15	15	16	16
One hour	28	30	31	29
One-half hour	39*	39*	43	43
Do not do homework	2	3*	2	2
Do not have homework	16*	13*	8	10



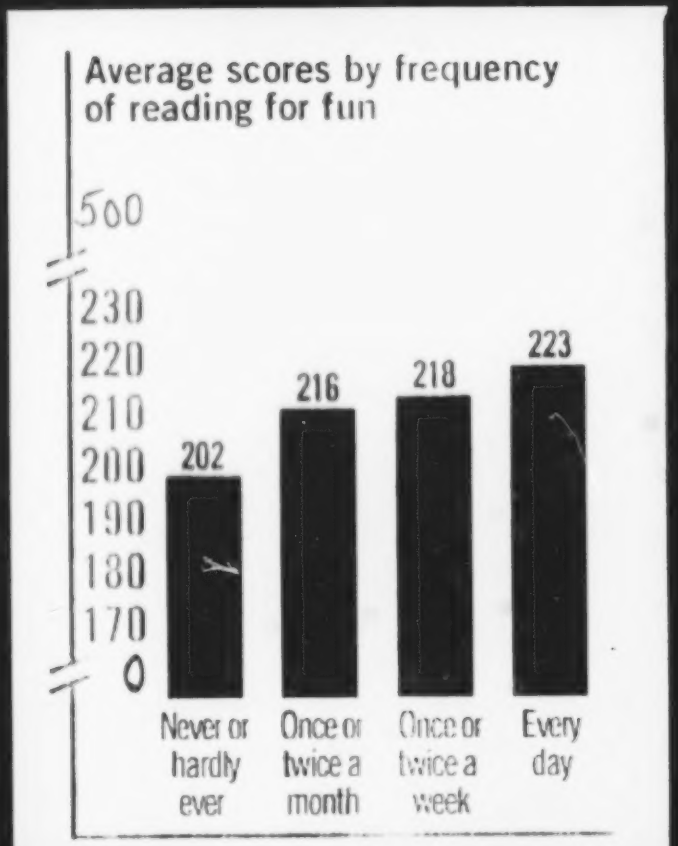
★ Significantly different from 2000

SOURCE National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2000 Reading Assessments

Reading for Fun

Percentage of students reporting on how often they read for fun, 1992–2000

	'92	'94	'98	'00
Every day	44	45	43	43
Once or twice a week	32	32	32	32
Once or twice a month	12	12	12	12
Never or hardly ever	13	12*	13	14



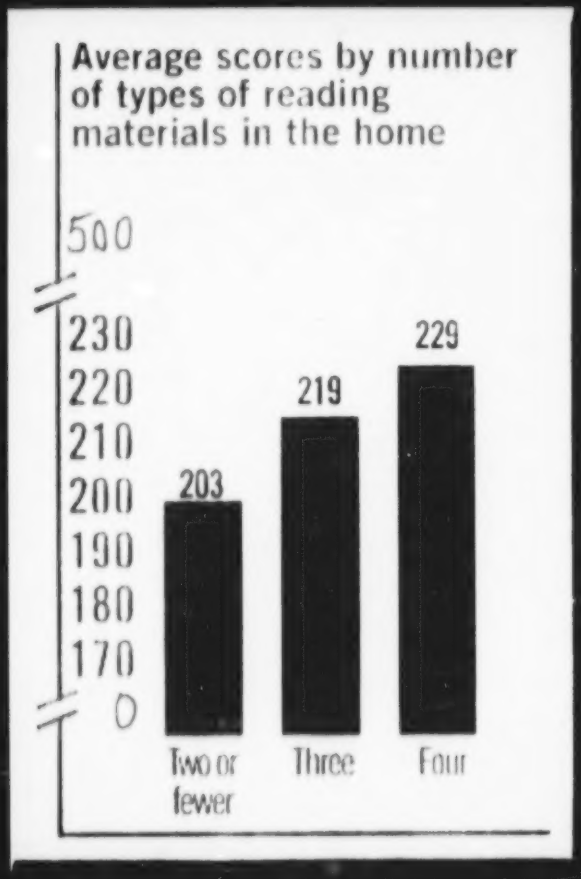
★ Significantly different from 2000

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Number of Different Types of Reading Materials in the Home

Percentage of students reporting on the number of different types of reading materials in the home, 1992–2000

	'92	'94	'98	'00
Two or fewer	31	29*	30	32
Three	32	34	33	34
Four	37	38*	37	34



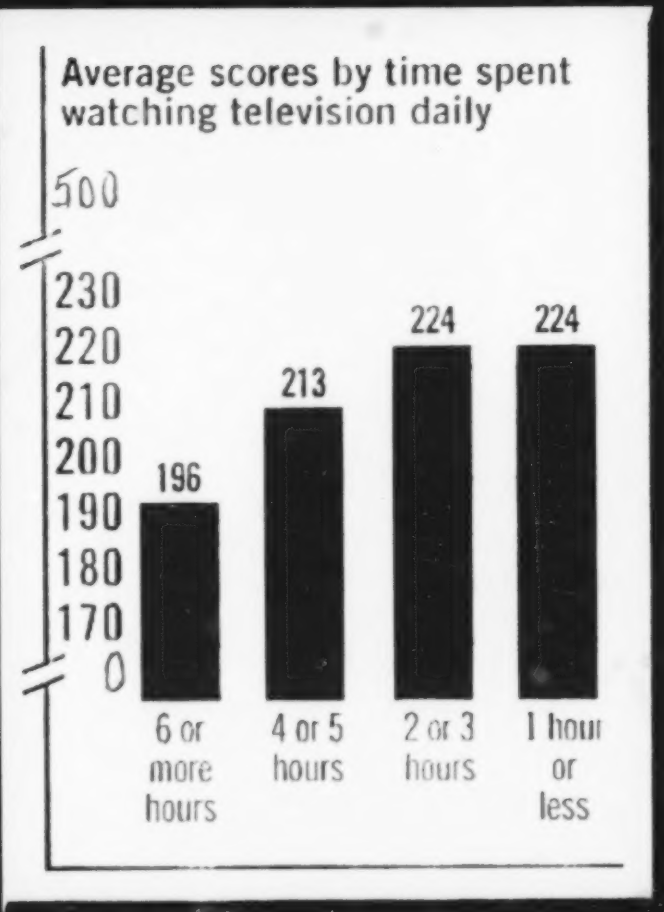
★ Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Time Spent Watching TV Daily

Percentage of students reporting on the amount of time spent watching television daily, 1992–2000

	'92	'94	'98	'00
Six hours or more	20	21*	16*	18
Four or five hours	22*	22*	19*	17
Two or three hours	40	38*	41	40
One hour or less	19*	19*	24	25



★ Significantly different from 2000

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

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Accommodations Permitted in the NAEP Reading Assessment

- For the first time in 2000, NAEP is reporting results that include the performance of students assessed with accommodations.
- Types of accommodations included:
  - One-on-one testing
  - Small-group testing
  - Extended time
  - Oral reading of directions
  - Signing of directions
  - Use of magnifying equipment
  - Use of an aid for transcribing responses

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000 Reading Assessments.

Students with Disabilites

Percentage of students with disabilities, 1992–2000

	'92	'94	'98	'00★
Identified	7	10	11	12
Excluded	4	4	6	4
Assessed without accommodations	3	6	5	5
Assessed with accomodations				2

★ Based on sample with accommodations permitted

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Students with Limited English Proficiency

Percentage of students with limited English proficiency, 1992–2000

	'92	'94	'98	'00★
Identified	3	4	6	6
Excluded	2	1	3	2
Assessed without accommodations	1	2	2	4
Assessed with accommodations				<1

★ Based on sample with accommodations permitted

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Average Reading Scores by Type of Sample: 2000

Overall national average with no accommodations permitted	Overall national average with accommodations permitted
217	215†

† Significantly different from the sample where accommodations were not permitted

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Average Reading Scores by Race/Ethnicity and Type of Sample: 2000

† Significantly different from the sample where accommodations were not permitted.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

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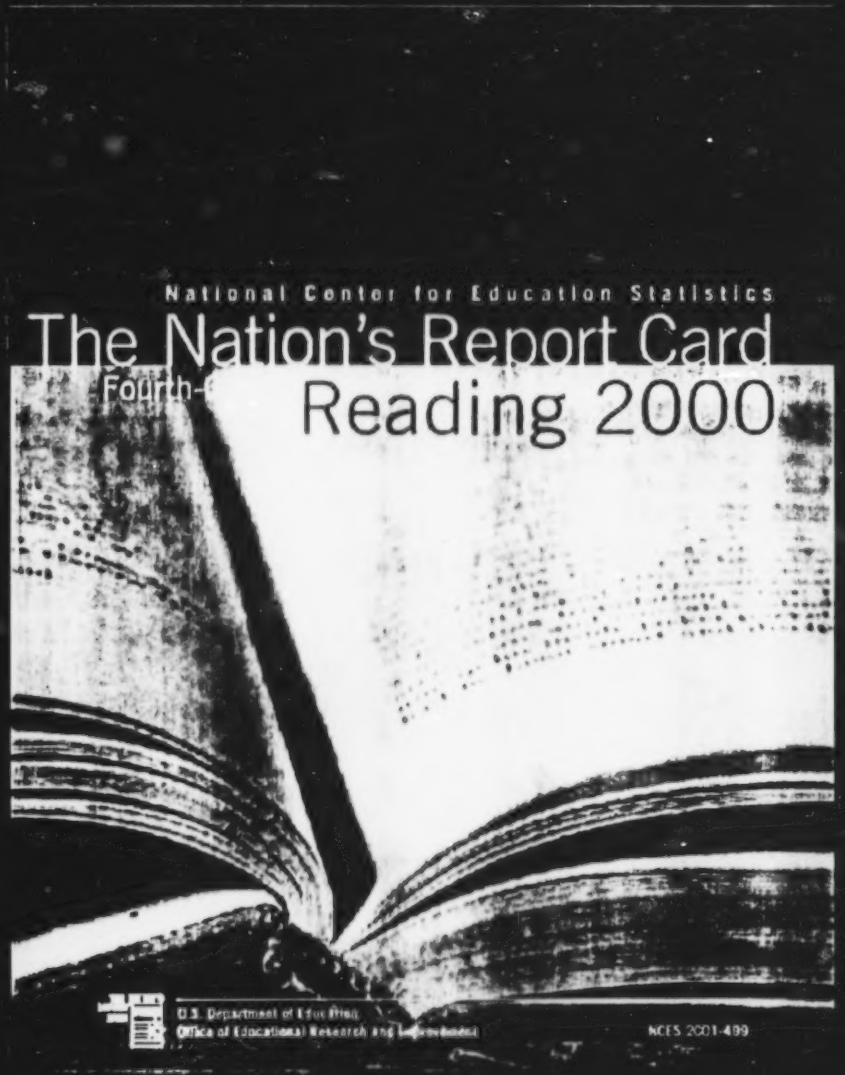

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